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## 2013 Curriculum Adaptation During Pandemic in Kindergarten Institutions in Ogan Ilir District, South Sumatera

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### ABSTRACT

The purpose of the study was to determine the adaptation of the 2013 PAUD curriculum during the pandemic at the Kindergarten in Ogan Ilir Regency, South Sumatra. The data collection technique is a questionnaire through Google from several 20 teachers as respondents. The data analysis technique used is Miles and Huberman with three stages to go through. The stages are data collection, data reduction, and conclusions. The data obtained were tested for credibility using triangulation techniques. The results showed that the 2013 PAUD curriculum in Ogan Ilir underwent a significant adaptation. The adaptation includes learning references, learning materials, as well as learning processes and assessments that are used while continuing to use the 2013 PAUD curriculum and Permendikbud 146 of 2014. During the COVID-19 pandemic, learning carried out in Ogan Ilir Regency Kindergarten follows a limited face-to-face learning policy. In practice, students are divided into two groups in two learning sessions. The purpose of this policy is to stop the spread of covid 19. During the pandemic, students are given learning assignments to do at home. This the adaptation of the 2013 PAUD curriculum during the pandemic at the Kindergarten in Ogan Ilir Regency continues to run well but experiences innovation in the learning process. This innovation has a significant impact on the development of early childhood education in the Ogan Ilir Regency, such as giving freedom to children to develop their potential through activities carried out at school.

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## 1. INTRODUCTION

The curriculum is an educational design or plan that has a significant role in all activities in an educational institution. The curriculum in Indonesia has undergone significant changes (Muhammedi, 2016) This is intended in accordance with the times. The curriculum itself is a series of learning plans that are expected to be able to achieve national education goals. The curriculum is the benchmark for an educational institution. Especially early childhood education. Because all planned activities that will be carried out during a certain period of time are in a curriculum. The PAUD curriculum is designed to achieve good child development. This is aimed at keeping up with the times. The curriculum itself is a series of learning plans that are expected to be able to achieve national education goals. The curriculum is the benchmark for an educational institution. Especially early childhood education. Because all planned activities that will be carried out during a certain period of time are in a curriculum. The PAUD curriculum is designed to achieve good child development (Rahelly, 2018). However, not all educational institutions are able to apply what is in a curriculum. This has many influencing factors, such as the lack of knowledge about the PAUD curriculum, the lack of facilities and infrastructure provided.

Currently, there are many studies that also discuss the importance of curriculum in an educational institution, especially early childhood education. Such as the research "Implementation of the 2013 Curriculum for Early Childhood Education" by Rachmawati Currently, many studies also discuss the importance of the curriculum in an educational institution, especially early childhood education. Like the research "Implementation of the 2013 Curriculum for Early Childhood Education" by Rachmawati (Rachmawati et al., 2019). In this study, it was explained that the implementation or implementation of the 2013 PAUD curriculum faced many obstacles in the implementation process.

In addition, research with the theme related to a teacher's strategy in implementing this curriculum was also carried out by (Wiranti et al., 2021; Noviana et al, 2019) also explained about the implementation and problems that occurred in the implementation of the 2013 PAUD curriculum. From this research, there are weaknesses and strengths of the curriculum.

After two years of passing the COVID-19 pandemic, curriculum development has become a very important right (Sudrajat et al., 2020). So that there are many developments or innovations carried out by both the government and regional education offices in curriculum development during the pandemic (Monica and Yaswinda, 2021). From the innovations carried out, various activities were carried out to eradicate the lack of knowledge of teachers or educators in implementing this emergency curriculum (Faradita and Afiani, 2021).

From these various problems, in order to improve or find the right solution, this research is carried out. Thus, it is known the point of the problem that exists and the right way to solve the problem is known. Thus, the point of the problem is known and the right way to solve the problem is known.

### Preschool In Covid 19 Pandemic

Preschool education or PAUD is an educational institution aimed at children aged zero to six years. A study revealed that the fetal environment has a specific influence on the growth and development of a child's brain Preschool education or PAUD is an educational institution aimed at children aged zero to six years. A study revealed that the fetal environment has a specific influence on the growth and development of a child's brain (Farida, 2018). Furthermore, the study also revealed that during pregnancy, the child's brain will develop very rapidly reaching 25,000 neurons that can be formed per minute. To develop aspects of child development, proper education is needed for children (Jawati, 2013). So that the child's

development will run well in accordance with the stage of development in each phase of his age (Trianingsih, 2020).

Currently, the Covid-19 pandemic is not an open secret anymore. This pandemic has an impact on various aspects of life, one of which is the field of education, especially teachers and parents in providing learning to children (Dini, 2021). During this pandemic, many changes have occurred, starting with large-scale social restrictions, studying and working from home, to limited face-to-face learning as it is now. (Monica and Yaswinda, 2021). The learning process from home has been going on for approximately two years at this time (Wati, 2020).

During the pandemic, the learning curriculum or learning reference becomes very important in educational units (Ats-Tsauri and Munastiwi, 2020). This is related to the learning process that will be carried out in the institution. and ofcourse the development of the child will also go well. This means that educators and school principals have a significant task in terms of innovating the curriculum that will be used at times like today (Ats-Tsauri and Munastiwi, 2020).

Several studies are relevant to this research, such as the research by Irsan and Yulan (2021) with the theme of implementing the thematic-based curriculum (Irsan and Yulan, 2021). Then research with the theme of entering the value of Tri Hita Karana at an early age during the pandemic by Harianti in 2021. The studies carried out have certainly become a reference for both teachers and other education practitioners in making policies towards the 2013 PAUD curriculum, especially during the current pandemic.

## 2. METHODS

This research is field research with a descriptive qualitative approach. The data collection is a questionnaire or questionnaire presented in a google form with the Miles and Huberman approach. The approach was passed in three stages, namely data collection, data reduction and conclusions. While the data obtained is then tested for credibility using triangulation techniques.

## 3. RESULTS AND DISCUSSION

The results of the questionnaire were given to 20 kindergarten teachers in Ogan Ilir Regency, South Sumatra with each respondent from a different sub-district, namely from 6 people or 30% of Indralaya District, 5 people (25%) North Indralaya District, 4 people (20%) Tanjung Batu District, 2 people or 10% of South Indralaya District, 1 person or 5% of Rantau Panjang District, 1person (5%) Lubuk Keliat District, and 1 person or 5% of Payaraman District. While the average teacher or respondent teaches class B with a percentage reaching 60% of the 20 respondents. while 40% of them teach class A.

From the distribution of the questionnaire through this google form, it was found that the implementation of the 2013 PAUD curriculum is currently through a very fundamental adaptation. This is evidenced by the results given by 20 respondents, namely the first statement point related to the use of curriculum in schools during the pandemic era still refers to the 2013 PAUD curriculum and Permendikbud 146 of 2014, i.e. 95% or 19 respondents answered yes. And 5% answered no, namely 1 person. This means that the curriculum used in the pandemic era still refers to the 2013 PAUD curriculum and Permendikbud 146 of 2014. On the second point, the statement related to the material used in the 2013 ECD curriculum during the COVID-19 emergency period in kindergarten was in accordance with the child's

STPPA with the result that 17 people or 85% answered yes. And 15% of them, namely 3 people answered no. From this statement that the learning materials presented to students or students continue to use or refer to the 2013 Curriculum and Permendikbud 146 of 2014. The third statement point is related to the allocation of time used during pandemic learning in schools, namely with the results, 75% yes consisting of 15 people and 25, 5 people no.

Children's developmental needs can be developed through development programs held in kindergartens in this pandemic era. With the results 19 people or 95% answered yes. And 1 person or 5% answered no.

Every aspect of a child's development is developed according to their stage of development, even during the current COVID-19 emergency. Everyone said yes. While the learning process of children in kindergarten is carried out in turns or a shift system. So that it can help related parties to stop the spread of the covid 19 virus. 18 people, namely 90% answered yes. And 2 people or 10% answered no.

Giving assignments to students or students, children are also given assignments even though they study with their parents at home. With 95% results, 19 people answered yes. And 1 person or 5% answered no. During this pandemic, teachers and parents collaborate in educating children during this COVID-19 period according to the curriculum used. The result is 100% yes.

The emergency curriculum used in kindergarten is always evaluated daily, weekly, monthly and so on. With the results 18 people (90%) answered yes and 2 respondents answered no with a percentage of 10%.

Learning during the COVID-19 period has hampered children's development due to the lack of face-to-face contact between teachers and children. Namely with the results of 18 people 90% answered yes. And 2 people or 10% answered no.

Adapting the 2013 PAUD curriculum during this pandemic is a challenge for a teacher and even a preschool educational institution in order to realize the intelligent generation that this nation hopes for. Knowledge of this curriculum is something that educators and educational units need to have. Because without a curriculum, the learning process that will be carried out will not be regular. Thus, the curriculum is a milestone of success for an educational institution, especially the education of preschoolers. From the results of this study, the researchers found the latest findings related to the implementation of the curriculum during the pandemic at the Kindergarten Institution of Ogan Ilir Regency, South Sumatra. This finding is evident from the answers given by 20 teachers spread across various sub-districts in Ogan Ilir Regency.

The finding is that learning in Kindergarten in Ogan Ilir Regency continues to use the curriculum reference that has been proclaimed by the Ministry of Education and Culture, namely the 2013 PAUD curriculum by adapting it in the current pandemic era with the curriculum structure referring to STPPA or standard stages of assessment of child development, competencies achieved, to planning. daily learning for preschoolers (Suryana, 2014). In addition, the learning materials also refer to the curriculum or Permendikbud 146 of 2014. The material given to preschoolers is specified into themes and sub-themes with the allocation of time per semester, namely myself, my environment, animals, recreation, work and so on. (Trianingsih, 2020).

Furthermore, the researchers also found that the allocation of learning time in Kindergarten in Ogan Ilir Regency had met the standards of Permendikbud 146 of 2014, only that in Ogan Ilir through the Regional Education Office there was a reduction in learning hours or student learning burden. This is determined so that the COVID-19 pandemic will end soon. However, learning at the Kindergarten in Ogan Ilir Regency also applies session learning for

its students. This means that learning in this class the children are divided into two groups who will study at different times. Then, in this limited learning, children are also given assignments at home to improve children's abilities in various aspects of child development, for example by giving assignments to help mothers at home, memorizing short suras or exploring themes by telling stories with parents at home. (Hewi and Asnawati, 2020).

Education in Ogan Ilir Regency, especially in preschool educational institutions, is always evaluated in accordance with the provisions of each institution, both daily, weekly, semester and even annual assessments (Damayanti, 2019). This means that the learning process of children starting from home or school with limited learning is still being assessed. Then, through learning during this pandemic period with the curriculum used, namely K13, it does not limit children to work, does not hinder children's development, but makes children closer to parents, more creative, and more free to explore.

#### 4. CONCLUSION

The 2013 PAUD curriculum during the current pandemic has become a reference for educators in Ogan Ilir Regency. In this case, it is adapted to limited face-to-face learning. The material used by the Kindergarten in Ogan Ilir Regency is in accordance with Permendikbud 146 of 2014 and standards for achieving child development and giving assignments to involve parents with a role as facilitator for children at home. In addition, the adaptation of the 2013 PAUD curriculum in kindergarten Ogan Ilir Regency on the evaluation aspect is carried out daily, weekly and so on.

This research certainly has significant limitations and further research is needed. Hopefully the results of this research can be a good reference for educators, parents and the government in terms of achieving national education goals. The researcher also hopes that through this research, it will become a source of evaluation for educational institutions, especially in Kindergarten in Ogan Ilir Regency to continue to improve the quality and creativity of teachers in realizing the school's vision and mission, even national education goals.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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